

SKILL FOCUS

Name: _____

A. Read the terms in the box. Then, write each term next to its definition.

claim	counterclaim	reason	evidence	argument	transition words
1. The world is becoming more dangerous.	1. The world is becoming safer.	1. There is less violence than in the past.	1. Crime rates are lower in many countries.	1. This is because of better law enforcement.	1. Therefore, the world is safer.
2. Technology is making us more isolated.	2. Technology is bringing people closer together.	2. We can communicate with anyone at any time.	2. Social media connects people from all over the world.	2. This is due to the internet and mobile phones.	2. As a result, we are more connected.
3. Climate change is a real threat.	3. Climate change is just a natural cycle.	3. The weather has always changed over time.	3. There is no scientific proof of global warming.	3. This is because the Earth's temperature has fluctuated for centuries.	3. Thus, climate change is not a threat.
4. Animals are being treated poorly in laboratories.	4. Animals are used to advance medical research.	4. Without animal testing, many life-saving drugs would not be developed.	4. Scientists use animals to understand human diseases.	4. This is necessary to ensure the safety of new treatments.	4. Consequently, animal research is essential.
5. Fast food is unhealthy.	5. Fast food is convenient and affordable.	5. It provides quick energy and is easy to eat.	5. Many people rely on fast food for a quick meal.	5. This is especially true for busy professionals and students.	5. Therefore, fast food has become a staple of modern life.

1. argument the use of reasons and evidence to support a claim
2. claim the main point of an author's argument
3. reason why the author makes the claim
4. evidence examples, facts, and expert quotes that support the reason
5. transition words words that connect ideas in a text
6. counterclaim a point that disagrees with the author's main point

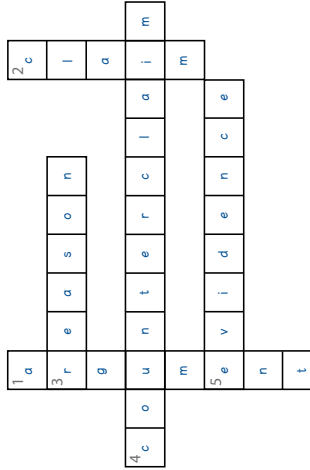
B. Use the terms and definitions from Part A to fill in the crossword puzzle. Hint: One term is not used.

ACROSS

3. Why the author makes the claim
4. A point that disagrees with the author's main point
5. Examples, facts, and expert quotes that support the reason

DOWN

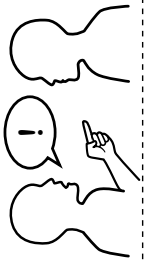
1. The use of reasons and evidence to support a claim
2. The main point of an author's argument



INSTRUCTIONAL VOCABULARY CARDS

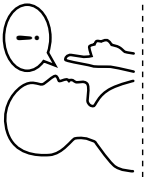
Use these cards independently or with a partner to review the instructional terms introduced online.

argument



use of reasons and evidence
to support a claim

claim



the main point of an author's argument

counterclaim



a point that disagrees with the author's main point

evidence



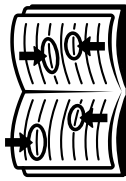
examples, facts, and expert quotes that support the reason

reason



why the author makes the claim

transition words



words that connect ideas in a text

ANSWER KEY

Comprehension
Level 14: Argument

Name: _____

SKILL FOCUS

E. Read each sentence and circle the correct answer. Then, find the 3 transition words that signal reasons and/or evidence for the claim, and underline them.



In Support of Gum Chewing	Is the sentence a <i>claim</i> , <i>reason</i> , <i>evidence</i> , or <i>counterclaim</i> ?
1. Students should be permitted to chew gum in class.	<u>claim</u> / counterclaim
2. <u>For one thing</u> , chewing gum helps students relieve stress.	<u>reason</u> / evidence
3. <u>In fact</u> , researchers in Japan found that gum chewing was associated with less stress in a group of young people who were asked to chew gum twice a day for two weeks.	reason / <u>evidence</u>
4. <u>In addition</u> , chewing gum in class helps students stay more focused and alert, especially when taking tests.	<u>reason</u> / evidence
5. A 2011 study showed that participants who chewed gum just before and at the beginning of a test had higher test performance than those who didn't.	reason / <u>evidence</u>
6. Some may argue that gum chewing shouldn't be allowed in the classroom because it is distracting and messy.	<u>claim</u> / counterclaim

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Comprehension
Level 14: Argument

Name: _____

SKILL FOCUS

C. Use the terms and definitions in Part A to complete the definitions below.

ARGUMENT



CLAIM: the main point of an author's argument.

REASON: why the author makes the claim

EVIDENCE: examples, facts, and expert quotes that support the reason

COUNTERCLAIM: a point that disagrees with the author's main point

D. Decide if each statement is true or false. Circle your answer.

1. An argument includes a claim, or viewpoint.	<u>True</u> / False
2. Reasons for the claim are not necessary in a strong argument.	True / <u>False</u>
3. A strong argument contains personal opinion with no evidence.	True / <u>False</u>
4. An expert's findings can be a type of evidence in an argument.	<u>True</u> / False
5. Transition words like <i>The main reason</i> , <i>Another reason</i> , and <i>Most important</i> signal that the author is stating reasons that support the claim.	<u>True</u> / False

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ANSWER KEY

Comprehension
Level 14: Argument

Name: _____

TEXT

Read the argument below. Then, complete the activities on the next page.

Take a Hike!

[1] What does the word hike suggest to you? Maybe you picture people spending days on a trail. The hikers climb steep mountainsides. They carry heavy packs, wear special boots, and set up tents at night. That picture fits with big, challenging hikes. Those kinds of hikes are not for everyone. But hikes don't have to be big. Small hikes are just walks through the woods or other natural areas. A hike is for almost everyone, and it's worth doing.

[2] The main reason for hiking is that it's excellent exercise. Exercise is needed for physical health. According to the US Centers for Disease Control and Prevention, regular physical activity "is important for promoting lifelong health and well-being and preventing various health conditions." The whole body is working during a hike—muscles, lungs, heart, joints. Hikers improve their balance and strength. Hiking helps bodies bend and stretch more easily. Bones grow stronger. Hiking even helps with weight control.

[3] Hiking is also good for mental health. In one experiment, researchers had one group of people take a walk in a grassy area with trees. Another group walked on city sidewalks. Each group walked for 90 minutes. The researchers made measurements, including brain scans. After the walks, there was a difference in the brains of the two groups. The difference pointed to a better mood among people who walked in nature. Science is proving what people have always felt to be true. It just feels good to breathe fresh air, see and touch natural things, and get away from noise and rush. In Japan, for example, doctors prescribe "forest bathing"—spending time close to nature. Trees and plants can have calming, healing effects.

[4] Furthermore, hikes can be enjoyed by people with a range of ability levels and in a variety of locations. Hikes don't have to require special equipment. Though big hikes require special equipment, small hikes require only sturdy footwear. People who live near state parks or conservation areas can find many trails to choose from. But city dwellers should not feel left out. City parks often have walking paths. A wooded trail may be just a ride away on public transportation. All sorts of hiking trails are out there for people to discover and enjoy.

[5] Check out which trails are near your home. Then get out there and take a hike!

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Comprehension
Level 14: Argument

Name: _____

SKILL FOCUS

F. Read the argumentative text **No Gum in Class**, and complete the following activities.

1. Use the labels *claim*, *reason*, *evidence*, *counterclaim*, and *conclusion* to annotate the text. Some have been filled in for you.

2. Then, circle the 3 transition words/phrases used in the text to signal reasons and evidence.

claim

Gum chewing should not be allowed in classrooms. First of all, gum would cause unnecessary mess. If students have gum in class, the undersides of desks would be littered with sticky, leftover gum. The cleanup would fall unfairly onto the already overworked and under-appreciated cleaning staff.

reason

Furthermore, gum chewing is distracting. If students are permitted to chew during class, there will be more loud chomping, gum smacking, and bubble blowing. Time on learning will also be wasted because teachers will need to stop teaching to enforce rules related to gum use or reprimand students who are distracting to others with their gum chewing. Many claim that gum chewing helps students pay attention and concentrate.

evidence

However, recent research shows that the benefits of gum chewing wear off after only 15 minutes. Chewing gum throughout a test could actually be more distracting than beneficial. Students should save gum chewing for time with friends or the sports fields and keep gum out of the classroom!

conclusion

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ANSWER KEY

Comprehension
Level 14: Argument

NAME: _____

SKILL APPLICATION

C. There are 3 transition words/phrases in the argument that signal the 3 reasons. List them here.

1. A main reason 2. also 3. Furthermore

D. Write a sentence that could be added as a counterclaim for the argument.
Student answers will vary. An example is provided.
Hiking is not fun or relaxing when you're worried about getting bitten by mosquitos and ticks on a nature trail!

E. Using the information from the previous page, write a summary of the text. Follow the steps listed below. Use the word box to help you think of transitions to signal the reasons in your summary. Use a separate piece of paper if necessary.

The main reason
First of all,

Another reason
Also, In addition,

Most important
Finally,

1. State the author's claim. (1 sentence)
2. State the author's first reason. Begin with a transition word/phrase. (1 sentence)
3. Paraphrase the evidence that supports the reason. (1 to 2 sentences)
4. State the author's second reason. Begin with a transition word/phrase. (1 sentence)
5. Paraphrase the evidence that supports the reason. (1 to 2 sentences)
6. State the author's third reason. Begin with a transition word/phrase. (1 sentence)

Student answers will vary. An example is provided.
Hiking is an activity that almost everyone can do. First of all, it is an excellent source of exercise, which is important for a healthy lifestyle. Not only is it a whole body workout that helps improve balance, strength, and flexibility, but it also helps with weight control. Hiking is also good for mental health. Research has shown how walking in nature can improve mood, and doctors in Japan regularly prescribe "forest bathing" to encourage patients to benefit from the calming, healing effects of time spent close to nature. Finally, there are lots of different hikes that people can try. Beyond sturdy footwear, small hikes don't require any equipment. Hiking can be done in both the city and country, from hikes through state parks or conservation areas to walking in city parks and wooded trails accessible from cities by public transportation.

✱ Plan arguments for and against this topic: Schools should provide all students with laptops. List ideas for a claim, reasons, evidence, and counterclaim.

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Comprehension
Level 14: Argument

NAME: _____

SKILL APPLICATION

A. Annotate (add notes) to the text on p. 6 by following the steps below. Some steps also ask you to answer questions as you annotate.

1. Circle the title. This gives the reader a clue about the author's opinion. The title suggests that the author (wants) doesn't want to persuade the reader to try hiking.
2. Highlight or underline the author's claim. The claim is found in paragraph 1.
3. Write R1 next to the first reason. This reason is found in paragraph 2.
4. Write R2 next to second reason. This reason is found in paragraph 3.
5. Write R3 next to the third reason. This reason is found in paragraph 4.
6. Put a mark (✓) next to all of the paragraphs that contain evidence for the author's reasons. The paragraphs that contain the evidence are 2, 3, and 4.
7. Does the text include a counterclaim? (Yes No)

B. Use the text to fill in the missing information below.

ARGUMENT

CLAIM: Hiking is for almost everyone and worth doing.

REASON 1:	REASON 2:	REASON 3:
• excellent source of exercise EVIDENCE: • whole body is working • improves <u>balance</u> and <u>strength</u> • helps bodies <u>bend</u> and stretch <u>bones</u> • helps with weight control	• good for <u>mental health</u> EVIDENCE: • research suggests better <u>moods</u> among people who walk in <u>nature</u> • "forest bathing" is prescribed in Japan • <u>trees</u> and <u>plants</u> have calming, healing effects	• enjoyed regardless of <u>ability level</u> and location EVIDENCE: • special <u>equipment</u> not always required • lots of trails near <u>state parks</u> and conservation areas • city parks often have walking <u>paths</u> and access to <u>wooded</u> trails

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ANSWER KEY

Name: _____

Comprehension
Level 14: Argument

140 Hikers improve their balance and strength. Hiking
lungs, heart, joints.

150 Bones grow stronger.
helps bodies bend and stretch more easily.

156 Hiking even helps with weight control.

167 Hiking is also good for mental health. In one experiment, researchers
had one group of people take a walk in a grassy area with trees.

181 Another group walked on city sidewalks. Each group walked for 90
minutes. The researchers made measurements, including brain scans.

192 After the walks, there was a difference in the brains of the two groups.

200 The difference pointed to a better mood among people who walked
in nature. Science is proving what people have always felt to be true.

214 It just feels good to breathe fresh air, see and touch natural things, and
get away from noise and rush. In Japan, for example, doctors prescribe
"forest bathing"—spending time close to nature. Trees and plants can
have calming, healing effects.

238 Furthermore, hikes can be enjoyed by people with a range of ability
levels and in a variety of locations. Hikes don't have to require special

252
264
275
279
291
304

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Name: _____

Comprehension
Level 14: Argument

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Errors:	Self Corrections:	WCPM:	Accuracy:

Take a Hike!

What does the word hike suggest to you? Maybe you picture people
spending days on a trail. The hikers climb steep mountainsides. 12 22

They carry heavy packs, wear special boots, and set up tents at night. 35

That picture fits with big, challenging hikes. Those kinds of hikes are 47

not for everyone. But hikes don't have to be big. Small hikes are just 61

walks through the woods or other natural areas. A hike is for almost 74

everyone, and it's worth doing. 79

The main reason for hiking is that it's excellent exercise. Exercise is 91

needed for physical health. According to the US Centers for Disease 102

Control and Prevention, regular physical activity "is important for 111

promoting lifelong health and well-being and preventing various 119

health conditions." The whole body is working during a hike—muscles, 130

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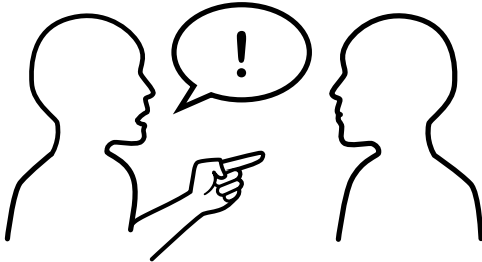
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ANSWER KEY

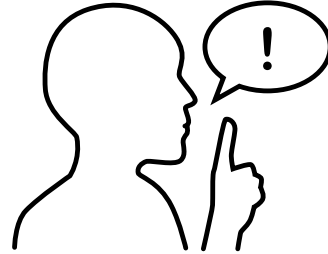
Name: _____	Comprehension Level 14: Argument
equipment. Though big hikes require special equipment, small	312
hikes require only sturdy footwear. People who live near state parks	323
or conservation areas can find many trails to choose from. But city	335
dwellers should not feel left out. City parks often have walking paths.	347
A wooded trail may be just a ride away on public transportation.	359
All sorts of hiking trails are out there for people to discover and enjoy.	373
Check out which trails are near your home. Then get out there and	386
take a hike!	389

INSTRUCTIONAL VOCABULARY CARDS

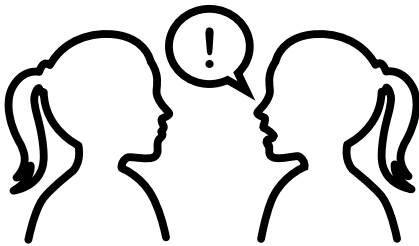
Use these cards independently or with a partner to review the instructional terms introduced online.

argument

use of reasons and evidence
to support a claim

claim

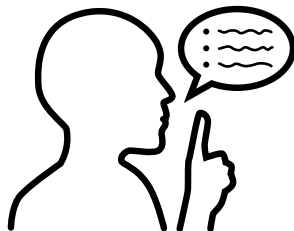
the main point of an author's argument

counterclaim

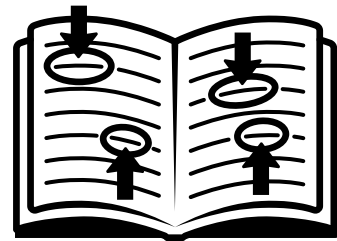
a point that disagrees with
the author's main point

evidence

examples, facts, and expert
quotes that support the reason

reason

why the author makes the claim

transition words

words that connect ideas in a text

A. Read the terms in the box. Then, write each term next to its definition.

1. _____ the use of reasons and evidence to support a claim
2. _____ the main point of an author's argument
3. _____ why the author makes the claim
4. _____ examples, facts, and expert quotes that support the reason
5. _____ words that connect ideas in a text
6. _____ a point that disagrees with the author's main point

A crossword puzzle grid with 11 columns and 11 rows. The grid is composed of white squares for letters and black squares for empty space. The starting positions for the words are marked with numbers: 1 (top left), 2 (top right), 3 (second row, second column), 4 (fourth row, first column), and 5 (sixth row, second column).

SKILL FOCUS

C. Use the terms and definitions in Part A to complete the definitions below.

ARGUMENT



CLAIM: the _____ point of an author's _____

REASON: _____ the author makes the claim

EVIDENCE: _____ , _____ , and expert quotes that support the reason

COUNTERCLAIM: a point that _____ with the author's main point

D. Decide if each statement is true or false. Circle your answer.

1. An argument includes a claim, or viewpoint.	True / False
2. Reasons for the claim are not necessary in a strong argument.	True / False
3. A strong argument contains personal opinion with no evidence.	True / False
4. An expert's findings can be a type of evidence in an argument.	True / False
5. Transition words like <i>The main reason</i> , <i>Another reason</i> , and <i>Most important</i> signal that the author is stating reasons that support the claim.	True / False

SKILL FOCUS

E. Read each sentence and circle the correct answer. Then, find the 3 transition words that signal reasons and/or evidence for the claim, and underline them.



In Support of Gum Chewing	Is the sentence a <i>claim</i> , <i>reason</i> , <i>evidence</i> , or <i>counterclaim</i> ?
1. Students should be permitted to chew gum in class.	claim / counterclaim
2. For one thing, chewing gum helps students relieve stress.	reason / evidence
3. In fact, researchers in Japan found that gum chewing was associated with less stress in a group of young people who were asked to chew gum twice a day for two weeks.	reason / evidence
4. In addition, chewing gum in class helps students stay more focused and alert, especially when taking tests.	reason / evidence
5. A 2011 study showed that participants who chewed gum just before and at the beginning of a test had higher test performance than those who didn't.	reason / evidence
6. Some may argue that gum chewing shouldn't be allowed in the classroom because it is distracting and messy.	claim / counterclaim

SKILL FOCUS

F. Read the argumentative text *No Gum in Class*, and complete the following activities.

1. Use the labels *claim*, *reason*, *evidence*, *counterclaim*, and *conclusion* to annotate the text. Some have been filled in for you.
2. Then, circle the 3 transition words/phrases used in the text to signal reasons and evidence.

No Gum in Class

Gum chewing should not be allowed in classrooms. First of all, gum would cause unnecessary mess. If students have gum in class, the undersides of desks would be littered with sticky, leftover gum. The cleanup would fall unfairly onto the already overworked and under-appreciated cleaning staff. Furthermore, gum chewing is distracting. If students are permitted to chew during class, there will be more loud chomping, gum smacking, and bubble blowing. Time on learning will also be wasted because teachers will need to stop teaching to enforce rules related to gum use or reprimand students who are distracting to others with their gum chewing. Many claim that gum chewing helps students pay attention and concentrate. However, recent research shows that the benefits of gum chewing wear off after only 15 minutes. Chewing gum throughout a test could actually be more distracting than beneficial. Students should save gum chewing for time with friends or the sports fields and keep gum out of the classroom!

TEXT

Read the argument below. Then, complete the activities on the next page.

Take a Hike!

[1] What does the word hike suggest to you? Maybe you picture people spending days on a trail. The hikers climb steep mountainsides. They carry heavy packs, wear special boots, and set up tents at night. That picture fits with big, challenging hikes. Those kinds of hikes are not for everyone. But hikes don't have to be big. Small hikes are just walks through the woods or other natural areas. A hike IS for almost everyone, and it's worth doing.

[2] The main reason for hiking is that it's excellent exercise. Exercise is needed for physical health. According to the US Centers for Disease Control and Prevention, regular physical activity "is important for promoting lifelong health and well-being and preventing various health conditions." The whole body is working during a hike—muscles, lungs, heart, joints. Hikers improve their balance and strength. Hiking helps bodies bend and stretch more easily. Bones grow stronger. Hiking even helps with weight control.

[3] Hiking is also good for mental health. In one experiment, researchers had one group of people take a walk in a grassy area with trees. Another group walked on city sidewalks. Each group walked for 90 minutes. The researchers made measurements, including brain scans. After the walks, there was a difference in the brains of the two groups. The difference pointed to a better mood among people who walked in nature. Science is proving what people have always felt to be true. It just feels good to breathe fresh air, see and touch natural things, and get away from noise and rush. In Japan, for example, doctors prescribe "forest bathing"—spending time close to nature. Trees and plants can have calming, healing effects.

[4] Furthermore, hikes can be enjoyed by people with a range of ability levels and in a variety of locations. Hikes don't have to require special equipment. Though big hikes require special equipment, small hikes require only sturdy footwear. People who live near state parks or conservation areas can find many trails to choose from. But city dwellers should not feel left out. City parks often have walking paths. A wooded trail may be just a ride away on public transportation. All sorts of hiking trails are out there for people to discover and enjoy.

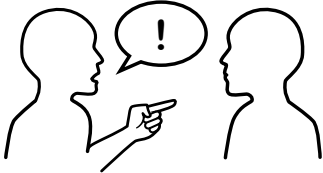
[5] Check out which trails are near your home. Then get out there and take a hike!

SKILL APPLICATION

A. Annotate (add notes) to the text on p. 6 by following the steps below. Some steps also ask you to answer questions as you annotate.

- 1. Circle the title. This gives the reader a clue about the author's opinion. The title suggests that the author (**wants** / **doesn't want**) to persuade the reader to try hiking.
- 2. Highlight or underline the author's claim. The claim is found in paragraph ____.
- 3. Write **R1** next to the first **reason**. This reason is found in paragraph ____.
- 4. Write **R2** next to second **reason**. This reason is found in paragraph ____.
- 5. Write **R3** next to the third **reason**. This reason is found in paragraph ____.
- 6. Put a **mark** (✓) next to all of the paragraphs that contain **evidence** for the author's reasons.
The paragraphs that contain the evidence are _____, _____, and _____.
- 7. Does the text include a **counterclaim**? (**Yes** / **No**)

B. Use the text to fill in the missing information below.

ARGUMENT 		
CLAIM: Hiking is _____.		
REASON 1: • excellent source of _____	REASON 2: • good for _____	REASON 3: • enjoyed regardless of _____ and location
EVIDENCE: • whole body is working • improves _____ and _____ • helps bodies _____ and stretch _____ • helps with weight control	EVIDENCE: • research suggests better _____ among people who walk in _____ • " _____ " is prescribed in Japan • _____ and _____ have calming, healing effects	EVIDENCE: • special _____ not always required • lots of trails near _____ and conservation areas • city parks often have walking _____ and access to _____ trails

SKILL APPLICATION

C. There are 3 transition words/phrases in the argument that signal the 3 reasons. List them here.

1. _____ 2. _____ 3. _____

D. Write a sentence that could be added as a counterclaim for the argument.

E. Using the information from the previous page, write a summary of the text. Follow the steps listed below. Use the word box to help you think of transitions to signal the reasons in your summary. Use a separate piece of paper if necessary.

The main reason	Another reason	Most important
First of all,	Also,	Finally,
In addition,		

- 1. State the author's claim. (1 sentence)
- 2. State the author's first reason. Begin with a transition word/phrase. (1 sentence)
- 3. Paraphrase the evidence that supports the reason. (1 to 2 sentences)
- 4. State the author's second reason. Begin with a transition word/phrase. (1 sentence)
- 5. Paraphrase the evidence that supports the reason. (1 to 2 sentences)
- 6. State the author's third reason. Begin with a transition word/phrase. (1 sentence)

★ Plan arguments for and against this topic: Schools should provide all students with laptops. List ideas for a claim, reasons, evidence, and counterclaim.

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Take a Hike!

What does the word hike suggest to you? Maybe you picture people spending days on a trail. The hikers climb steep mountainsides.

They carry heavy packs, wear special boots, and set up tents at night.

That picture fits with big, challenging hikes. Those kinds of hikes are not for everyone. But hikes don't have to be big. Small hikes are just walks through the woods or other natural areas. A hike is for almost everyone, and it's worth doing.

The main reason for hiking is that it's excellent exercise. Exercise is needed for physical health. According to the US Centers for Disease Control and Prevention, regular physical activity "is important for promoting lifelong health and well-being and preventing various health conditions." The whole body is working during a hike—muscles,

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lungs, heart, joints. Hikers improve their balance and strength. Hiking helps bodies bend and stretch more easily. Bones grow stronger. Hiking even helps with weight control.

Hiking is also good for mental health. In one experiment, researchers had one group of people take a walk in a grassy area with trees.

Another group walked on city sidewalks. Each group walked for 90 minutes. The researchers made measurements, including brain scans.

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The difference pointed to a better mood among people who walked in nature. Science is proving what people have always felt to be true.

It just feels good to breathe fresh air, see and touch natural things, and get away from noise and rush. In Japan, for example, doctors prescribe "forest bathing"—spending time close to nature. Trees and plants can have calming, healing effects.

Furthermore, hikes can be enjoyed by people with a range of ability levels and in a variety of locations. Hikes don't have to require special

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equipment. Though big hikes require special equipment, small hikes require only sturdy footwear. People who live near state parks or conservation areas can find many trails to choose from. But city dwellers should not feel left out. City parks often have walking paths. A wooded trail may be just a ride away on public transportation. All sorts of hiking trails are out there for people to discover and enjoy. Check out which trails are near your home. Then get out there and take a hike!